

**IMPROVEMENT GOAL - Student Achievement**

District Goal: Students will demonstrate the competencies and skills necessary to achieve mastery in literacy and numeracy as articulated in the Common Core

**IDENTIFIED NEED**

CMT % At or Above Goal								
	Math % Students ≥ Goal		Reading % Students ≥ Goal		Science % Students ≥ Goal		Writing % Students ≥ Goal	
	2012	2013	2012	2013	2012	2013	2012	2013
School	60.1	54.8	63.9	60.7	51.3	49.7	59	52.7
Male	59.8	52.8	61.2	57.9	49.1	48.2	50	43.3
Female	60.6	57.4	66.8	64	54	52.1	69.3	63.3
African Am	40.4	34.4	51	47.7	28.2	31.7	46.4	38.2
Hisp/Lat	46.5	38.5	53.5	45.4	34.7	37	48.3	39.5
White	73	70.9	79.3	74.7	70.4	65.9	69.7	65.6
Asian	79.4	72.9	75.3	68.3	61.5	70.4	79.1	65.3
F/R Meals	49.3	41.2	56.6	50.3	37.5	39.1	50	41.8
Sp Ed.	23.9	19.7	33.5	25.9	12.5	10.4	13.8	9.2

CAPT Scores	2013 % Goal	2012 % Goal	201 3% Prof	2012 % Prof
Math				
School	34.1	36.1	63.6	70.5
Male	36.4	37.1	61.6	70.2
Female	31.8	35.1	65.6	70.7
African Am	16.7	12.5	43.6	47.9
Hisp/Lat	11.3	13	40	47.8
White	46.5	52.6	78.8	85.9
Asian	57.1	55	78.6	90
F/R Meals	17.8	24.1	47.2	53.9
Non F/R Meals	53.6	46.6	83.2	84.9
Sp Ed.	2.3	9.5	18.6	23.8
Non Sp.Ed	38	39.1	69.1	75.8
Science				
School	32.3	34.1	71.7	71.4
Male	31.8	36.3	69.7	72.5
Female	32.8	32.1	73.7	70.3
African Am	17.7	11.2	60.8	52
Hisp/Lat	7.4	10.8	50.6	49.2
White	46.2	49.5	83.4	85.5
Asian	42.9	45	82.1	85
F/R Meals	20.5	20.1	60.5	55.7
Sp Ed.	3.6	6.4	23.2	21.3

CAPT Scores	2013 % Goal	2012 % Goal	2013 % Prof	2012 % Prof
Reading				
School	31	37.4	73	74.3
Male	29.4	30.4	66	69.6
Female	32.5	44.1	80	78.9
African Am	17.3	18.4	60.5	62.2
Hisp/Lat	6	11.3	51.8	50.7
White	44.2	51.4	84.3	86.2
Asian	55.6	61.9	85.2	81
F/R Meals	17.8	23.4	64	62.4
Non F/R Meals	46.4	49.8	83.6	84.8
Sp Ed.	0	9.8	34.1	39
Non Sp. Ed	34.8	4.04	77.9	78.1
Writing				
School	52.6	59.4	84.4	87.7
Male	44.9	50.7	78.8	82.3
Female	60.4	67.8	90.1	92.9
African Am	50	42.4	83.8	78.8
Hisp/Lat	26.6	39.7	67.1	75
White	60.3	71	89.2	96.3
Asian	75	80	96.4	85
F/R Meals	41.4	48.2	79.5	79.5
Sp Ed.	5.6	12.8	38.9	42.6

**MEASURES/OUTCOMES/PERFORMANCE TARGETS**

Increase the level of students ready for college and career, particularly those in underperforming ethnicity bands, as measured by NWEA MAP, CMT (science), CAPT (science) and graduation rates.

**Theory of Action**

- If we create a collaborative and collegial culture built on trust and respect and commit resources and time to develop the capacity of administrators and teacher leaders, then classroom instruction will improve and student achievement will increase.
- If we develop and implement a rigorous, standards-based curriculum aligned to the Common Core State Standards and focused 21<sup>st</sup> century skills, then all of our students will be prepared for learning and work beyond high school
- If we identify research based best instructional practices, provide on-going, structured, job-embedded opportunities for teachers to practice implementing these strategies, then student achievement will increase.
- If we gather and analyze local and state student data and provide teachers on-going structured opportunities to engage in the review of student work to plan for instructional improvement, then our tiered interventions will be focused on targeted areas and student achievement will increase
- If we communicate our mission and vision with all stakeholders, solicit input from all stakeholders, and engage parents, guardians, and members of the school community in the work being done at our schools, then school-parent-community relationships will improve and student achievement will increase.

Action Steps	Evidence of implementation	Support Needed for 2013-14
<p>Adhere to a district strategic plan with clearly defined academic goals and strategies to monitor student achievement.</p> <p>Create a District Improvement Team with guidance from the Connecticut Center for School Change to monitor the implementation of district-wide strategic plan, provide strategies for necessary shifts, and create summary updates to share with various stakeholder groups.</p> <p>Create and implement curricular units aligned to the Common Core, with emphasis on using new resources and technology to engage students in their own learning and better position them for success in learning and work beyond school.</p> <p>Prepare the Alliance Grant proposal for year 3 of the grant.</p>	<p>The district will prioritize initiatives to maximize the most efficient use of time and effort</p> <p>The district reorganized staff, financial resources, and other resources to achieve the district wise goals.</p> <p>The district curriculum office will create opportunities for teachers at various grade bands and content areas to work curriculum coaches to create curriculum units.</p> <p>The district will analyze NWEA MAP data three times a year to enable modifications and adjustment curriculum units, pacing guides, and formative assessments.</p> <p>The Curriculum Office will review with the District Improvement Team and the Board of Education NWEA MAP data.</p> <p>The District Improvement Team will meet to develop and propose the Alliance Grant for year 3</p>	<p>Provide coordinated and consistent communication through the District Improvement Team and other media.</p> <p>Implementation of and training in the use of electronic warehouse for district-wide curriculum work</p> <p>Continued teacher training in the use of assessment data and best practices to incorporate data results</p>

**IMPROVEMENT GOAL – School Climate**

Students will value and demonstrate personal responsibility, character, cultural understanding and ethical behavior

**IDENTIFIED NEED**

		<b>Offenses</b>		
		Elementary	Middle School	High School
Arrests		0	13	43
Out of School Suspensions		180	129	170
In School Suspensions		155	336	613
Expulsions		0	1	6

		<b># of Students with 18 or more absences</b>						
		Am						
		Hispanic	Indian	Asian	Black	Two or More	White	Total
Elementary		105	0	22	77	14	104	322
Middle School		33	1	5	20	4	51	114
High School		129	1	14	77	5	147	373

**MEASURES/OUTCOMES/PERFORMANCE TARGETS**

Increase collaboration of school and community program and service opportunities focused on improving school climate, improvement in student attendance, and reduction in disruptive behaviors affecting school climate and learning.

**Theory of Action**

- If we continuously message and reflect upon Manchester Public School's mission with all stakeholder groups and regularly solicit input and feedback, then school-family-community relationships will improve.
- If we implement a district-wide positive behavior support program, which promotes respect for self and others, and reinforces individual needs, then families and students will understand behavioral expectations and be able to access appropriate supports and school-family-community relationships will improve.
- If we provide students with a climate and culture built upon a stronger sense of belonging, then academic achievement, graduation rates and school attendance will increase and the number of suspensions, disruptive behaviors, and school-based arrests will decrease.
- If we communicate our mission and vision with all stakeholders, solicit input from all stakeholders, and engage parents, guardians, and members of the community, then school-parent-community relationships will improve and student achievement will increase.

Action Steps	Evidence of implementation	Support Needed for 2013-14
<p>Implement multiple messaging platforms for all stakeholders.</p> <p>Implement additional programming to reduce school-based arrests, exclusionary discipline, disruptive behaviors, chronic absenteeism, and family-school-community connections.</p> <p>Increase substance abuse assessment and educational programming.</p>	<p>Multiple platforms for communication.</p> <p>Completion of family survey will increase in all schools</p> <p>Survey data will indicate families increased satisfaction with climate and culture of each school.</p> <p>Increase in graduation rate and school attendance.</p> <p>Decrease in: number of suspensions, disruptive behaviors, and school-based arrests.</p>	<p>Assist all stakeholders in understanding various student interventions and assessments.</p> <p>Provide staff technology-based messaging platforms and supports.</p>

MANCHESTER PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN			2013-2014
<b>IMPROVEMENT GOAL</b> Schools will focus on the implementation of best practices to increase effectiveness and efficiency resulting in higher student success rates.			
<b>IDENTIFIED NEED</b>  On June 27, 2012 the State Board of Education, amended sections 23 and 24 of Public Act 12-2 and in consultation with the Performance Evaluation Advisory Council (PEAC), adopted guidelines for a model teacher and administrator evaluation and support program.			
<b>MEASURES/OUTCOMES/PERFORMANCE TARGETS</b> Implement talent development strategies and improve teacher and administrator effectiveness and leadership by completing the new teacher evaluation program for teachers and administrators			
<b>Theory of Action</b> <ul style="list-style-type: none"> <li>If we continue to work with professional learning communities of best practices to support the goals of the district and schools, then student success rates will increase.</li> <li>If we identify research-based best practices and provide on-going job-embedded professional learning opportunities for teachers and administrators, then student achievement will increase.</li> <li>If we regularly gather and analyze student data and provide teachers and administrators structured opportunities to reflect and review data and develop plans for instructional improvements, then student achievement will increase.</li> </ul>			
Action Steps	Evidence of implementation	Support Needed for 2013-14	
Organize roles to support educators as they share best practices and lessons learned.  Align and make available model curricular units, resources, and exemplar student work.  Assist in establishing forums for professional conversations regarding data reports and application to lesson and curriculum implementation.  Engage with schools in Professional Learning Communities (PLCs) and Instructional Rounds (IRs).  Continue the delivery of professional learning using research-based approaches that promote high-quality curriculum and instruction that are aligned to standards and assessment.	Regular use of Professional Learning Communities and Instructional Rounds  Implementation new teacher and administrator evaluation system.  Consistent roles of curriculum coaches throughout the district-wide.	Use of data sets, progress monitoring, PLCs and IRs.  Use of electronic curricular platforms.	